

**In this Issue**

20th Annual
Moroccan Summer
Institute of English,
July 2000

Interview with Mr.
Bechir Bouaïcha

English Language
ELT Materials
Program

Maghreb Middle East
TEFLOnline

English Teaching
Forum Magazine

Learn American
English

Calendar of Events

**ESP Conference in Morocco**

Ten Tunisians attend

The Fourth Maghreb ESP conference was held in Agadir, Morocco April 23-26, 2000. This event was organized by the Cultural Affairs section of the U.S. Consulate in Casablanca, the U.S. Embassy in Rabat, the College of Agronomy, Rabat, and the British Council. The theme of this year's conference was «Teacher Training in ESP». Over 60 ESP professionals gathered at this event, sharing ideas on program

evaluation, textbook design, assessment, materials adaptation, and curriculum development. The event was an outstanding opportunity for colleagues from 14 countries to network and to exchange ideas. The RELO office in Tunis provided 10 grants for Tunisian ESP teachers, in coordination with Dr. Mohamed Daoud at the ESP Resource Centre at the *Institut Supérieure de Langues de Tunis*. (Cont. on p.5)

Editorial



I consider myself fortunate to have arrived in Tunisia in August, 1999 as the new Regional English Language Officer (RELO). Since my arrival in Tunis, I have been impressed with the superior level of professionalism in English language teaching throughout North Africa and the Middle East Gulf. In each country I visit, many educational reforms are underway, attesting to the global importance of the English language and the serious commitment made by Arab educators to maintain high standards.

I am committed to making English education a success throughout the region. I am also committed to

bringing together colleagues from the United States, North Africa and the Middle East Gulf to share experiences face to face and to reap professional and personal benefits. It is an honor to share this experience with so many highly qualified and dedicated individuals and organizations in the Maghreb and the Middle East. I look forward to receiving your contributions to make the RELO Newsletter a richer publication, and to meeting readers of the RELO Newsletter in person.

Bridget Fitzgerald Gersten, Ph.D.
Regional English Language Officer

DO YOU RECEIVE THE ENGLISH TEACHING FORUM MAGAZINE?



Subscriptions are available for a nominal subscription fee at the cultural section of your U.S. Embassy. The journal is also available online, at <http://e.usia.gov/forum/>. This is a searchable site, with text-only copies of Forum articles from 1994. In Tunisia, you will receive 7 back copies of the Forum from 1999 and 2000 when you subscribe for 10 TDs. Your subscription will then include an additional 4 issues of the Forum. That is a total of 11 issues for the price of four! Contact the RELO office for a subscription form. More information on this service and other valuable links of interest of English teaching professionals can be found at: <http://e.usia.gov/education/engteaching/>



LEARN

AMERICAN ENGLISH

Contact the following schools for American English language instruction in Tunis and for on-site, specialized courses in other areas of the country. Most courses are led by native speakers of English with extensive experience in Teaching English as a Foreign Language (TEFL). For more information on programs in the Maghreb and the Middle East, contact the RELO office.

Amideast: Has 15 levels of English, for children through adults. Has specialized courses in Business English and intensive summer programs for young learners at recreational sites in Tunisia. It also administers the TOEFL and other examinations. Address: 22, rue Amine El Abassi, Cité Jardins, 1002 Tunis; Telephone: (01) 790.559; 790.563 Fax: (01) 791.913 Also administers the TOEFL and other examinations.

Tunisian-American Chamber of Commerce (TACC): Specializes in Business English and English for Management for adult professionals. Address: 10 Ave Mosbah Jarbou, El Manar III; Telephone: (01) 889.780-870.454; Fax: (01) 889.880; Email: Tacc@Tacc.org.tn.

English Language Consultants : English Language Consultants is an English language training company which offers a selection of general business English courses. This year ELC will be offering an additional selection of courses in its offices in Manar.

For further information, please contact the ELC associates from 9:00 to 18:00 Monday through Friday and 9:00 to 12:30 Saturday at Résidence les Jasmins, Bloc B, Appartement 10, El Manar I. Telephone: (01) 883 084; Fax: (01) 888 772; Email elc@gnet.tn.

MME-TEFL

A New Electronic Discussion Group for TEFL professionals

An on-line discussion group or «list» is an electronic forum that allows people from around the world to exchange ideas on topics of common interest. The Maghreb-Middle East (MME-TEFL) was created to link colleagues from throughout North Africa and the Middle East Gulf. Kicked off in July, 2000, the list was opened to ELT professionals working in this geographical region. Current members are from Tunisia, Morocco, and Saudi Arabia.

To join the MME-TEFL list, you will need an e-mail address. Simply send a request to join the list to RELO Bridget F. Gersten at the following email address: gerstenbf@pd.state.gov. You will then receive an invitation letter, followed by a welcome letter that explains how to add your subscription to the list. As with most discussion lists, there is no charge to participate. As a list member, you are kindly asked to introduce yourself to others and participate regularly in ensuing debates and discussions, in the spirit of collegiality.

To join the list, please send the command SUBSCRIBE MME-TEFLYOURFIRSTNAME YOURLASTNAME to listserv@e-list.state.gov. Here is an example (the following information would be the body of your message):

SUBSCRIBE MME-TEFL BRIDGET GERSTEN

Nothing else should appear in the subject line or the body of the message. Do not include a signature page in the body of the message; delete this information if you see it is automatically included in your e-mail messages.

We look forward to reading your contributions to the list soon!

How many lists are there related to your field of specialization or interest? Join the MME-TEFL list and submit a review of such lists to the list for your colleagues.

COMMENTS? SUGGESTIONS? CONTRIBUTIONS?

Please send your articles, announcements, questions, and letters to the RELO Tunis office. You may submit any manuscript electronically at gerstenbf@pd.state.gov, or by mail or fax.

THE 20TH ANNUAL MOROCCAN SUMMER INSTITUTE OF ENGLISH

By Dr. Keith S. Folse, P.h.D. Assistant Professor in the graduate TESOL Program,
Department of Foreign Languages, at the University of Central Florida.

The Summer Institute of English (SIE) was held in Rabat, Morocco, and was organized by the Moroccan Ministry of Education, the U.S. Embassy, and the British Council. Now in its twentieth year, some 120 Moroccan secondary teachers of English were selected to attend this SIE, which lasted two weeks. The theme for this year's SIE was «Teaching and Learning L2 Vocabulary.» The daily program consisted of an opening plenary (50 minutes), a post-plenary discussion (45 minutes), a mini-course (90 minutes), a workshop (90 minutes), and an evening activity. These activities were led by one of the nine specialists. Other activities (e.g., watching teaching videos) were also organized.

Participants had an opportunity to be a student again and see what they liked and did not like as a student instead of as their usual role as teacher.

My plenary was on the limitations of using context clues for incidental learning of vocabulary in the real world. This plenary was based on my research of one Japanese student of ESL as he attempted to navigate through an article in *Newsweek*. Though context clues are included in almost every reading book and are a staple for many teachers and teacher training programs, this research showed that such clues are rarely available in the real world in the way that they are shown in ESL/EFL classrooms. The bottom line: context clues can be helpful but only under a whole host of conditions. Teaching implications based on this were discussed.

My mini-course dealt with theoretical questions such as: What is a word? How do we count words? What does it mean when we say a student «knows» a word? How do the answers to these questions differ for researchers and for teachers? We also looked at various ways of explaining a word, another area that is gaining interest currently.

My workshop involved several activities, but by far the one that got the most enthusiastic response was an activity in which the participants were immersed in an L2: Japanese. I taught a small class completely in Japanese. Participants were told that their sole goal was to learn as much Japanese vocabulary by the end of the class. The real goal was for participants to discuss later which words they were able to remember and why they think they remembered the word. Was it something about the word? Was it something about the explanation? Was it the mode of presentation (e.g., a drawing, choral repetition, a joke). Participants had an opportunity to be a student again and see what they liked and did not like as a student instead of as their usual role as teacher.

I have taught many Moroccan students in the U.S. and had high expectations of their English and education. I was not disappointed. The teachers were very eager to participate in all the activities. I was impressed by the depth of their knowledge about the conference topic and their passion for discussion some of the aspects of the conference theme.

The best moment for me occurred on the last day. One of the participants and I sat outside in the cool shade of a tree in the breezeway and discussed vocabulary, English language teaching, and life and education in the United States. This kind of informal exchange—which also took place daily at the lunch table—was perhaps more valuable in improving people's notions about the United States.

The SIE 2000 was an excellent event for both the participants and the specialists. Thanks again to Mr. Abdelkrim Raddadi, from the U.S. Consulate in Casablanca, for all the time and effort that he put forth to make this such a great conference.

Suggested Resources

Coady, J. & Huckin, T. (Eds.) (1997). *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University Press. [This edition includes a collection of articles dealing with L2 vocabulary teaching; perhaps the most important for teachers to consider is Batia Laufer's «The Lexical Plight in Second Language Reading: Words You Don't Know, Words You Think You Know, and Words You Can't Guess» pp. 20-34.]

Hulstijn, J. (1992). Retention of inferred and given word meanings: Experiments in incidental learning. In P. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 113-125). London: Macmillan Academic and Professional Limited. [For those interested in understanding how L2 vocabulary research is done, Hulstijn is the master at combining practical research with reasonable research design. This article combines L2 vocabulary learning with the use of technology as well.]

Nation, P. 1999. *Learning vocabulary in another language*. Victoria, New Zealand: University of Wellington. [Teachers will appreciate this practical, extensive book that covers many aspects of teaching and learning L2 vocabulary; written in non-technical language.]

Read, J. 2000. *Vocabulary Assessment*. Cambridge, U.K.: Cambridge University Press. [Read's book is by far best and most up-to-date works on testing L2 vocabulary.]

Vocabulary Acquisition Research Group URL: <http://www.swan.ac.uk/cals/calsres.html> [Paul Meara and his research associates and students maintain a year-by-year list of all L2 vocabulary research done in a given year.]

BRUSH UP YOUR ENGLISH AT ECOLE POLYTECHNIQUE DE TUNISIE (EPT)

INTERVIEW with Mr. Bechir Bouaicha,
Ecole Polytechnique de Tunisie (EPT), La Marsa, Tunisia



The fact that the activities within the program take place outside the traditional institutionalized setting and in a more relaxed atmosphere helps a lot.

Can you tell us a bit more about your school and the role of English in the curriculum?

Ecole Polytechnique de Tunisie (EPT), undoubtedly the best Tunisian engineering school, was created by virtue of a law passed on 26 June 1991. It did not, however, get its first students until 1994. The students admitted to the School must be among the top 40 successful candidates in the highly competitive nation-wide examination of entrance to engineering schools. The School's objective is to turn out highly qualified engineers with a solid technical background. In order to achieve this, the polytechnicians are provided with studies and training courses which cover the following aspects:

- a thorough scientific knowledge as an indispensable basis for keeping abreast of constantly developing technologies throughout their careers;
- a multidisciplinary technological training ;
- a high awareness of and participation in research activities ;
- a broad experience with the national and international socio-economic environment ;
- a good grasp of languages (French and English) as well as of heightened communication skills.

Why do your Tunisian students need English and how does this impact your English curriculum?

The teaching of languages is very important at EPT (3.5 hours of English and the same for French per week). Our students are required to write reports and make oral presentations about several activities (visits to firms, internships, study trips, graduation projects, each of these making up part of the broader curriculum). This occurs to a great extent in French and to a lesser degree in English. Thus, one of the goals of our language courses is to prepare the students for such activities. One way of getting training in this area is through the module called «seminars and presentations», in which a guest speaker is invited to give a talk or a lecture to the students every week during Term 1. These talks will serve as a basis for written reports and then for further research work and oral presentations to be prepared by the students during Term 2.

How does English for Specific Purposes (ESP) fit in your curriculum?

English is taught at EPT with two goals in mind:

- to equip the students with the skills and strategies which they need to become operational in their own fields, particularly in the two areas of technical writing and of presentation skills. That is the ESP bit of it.
- to prepare the students, once they have completed the

first ESP component, for the TOEFL test. Our students are required to get a minimum score of 500 in the institutional TOEFL test before they are allowed to submit their graduation projects for defense. They take this test at Amideast. The majority of them get it the first time. Only a few have to sit two or three times before they get the required score.

I visited your intensive «Brush Up Your English» last year. Could you tell our readers a bit about this event?

This is a one-week training program held during the first week of every academic year for the benefit of the second-year students. The purpose behind it is to provide the students with as much exposure as possible to the English language. This «Bain linguistique» (getting into the swing of the language) is likely, to my mind, to enhance the students' awareness of the language and get them to actually start thinking in English. The fact that the activities within this program take place outside the traditional institutionalized setting and in a more relaxed atmosphere helps a lot.

Among the activities featured in this program, there are:

* Article/story of the day: where students, working in groups, choose an article or a story from selected newspapers or the magazines in the morning, and is then presented by one member of the team to the whole class in the afternoon session. Feedback from the rest of the students and discussion follow. This has been a popular activity with the students in the previous years. The materials needed for this activity (English newspapers and magazines) are bought from the local newsagent or borrowed from the library. No electronic newspapers and magazines are used for this activity.

* Language reinforcement activities in the form of crossword puzzles, riddles, quizzes and games, selected carefully from magazines, books, and particularly the Internet.

* Presentations: given by invited speakers (generally native speakers of English). Last year, for example, we had the British Ambassador come on the program. We also had presentations made by the British Council Director, and the Regional English Language Officer (RELO) at the American Center. This year, Dr. Charles Hall from the University of Memphis addressed our students on the topic of pursuing graduate study in the United States. In the past, we have also had university lecturers and people from the business world participate in the course.

* Video shows: two films, one in British English and the other in American English, followed by debates.

* Visits to places where the students are shown around or given presentations in English. Visits in the past included the American Center, the British Council, Amideast, and the Music museum. One thing we always insist on in these visits is that only English is spoken and that arrangements are made with an English speaking member of the staff for each place we visit.

* Project work: Topics are assigned/chosen by the students during the first day of the week. The students work on these topics in groups on their own but there are time slots in the program when they can get help on this work from the instructors. On the final day, each group submits a written report on the project and makes an oral presentation to the whole class, using audiovisual aids and making use of the equipment put at its disposal (OHPs, computers, video projectors, etc.).

That sounds very interesting. What tips would you give English language educators who wish to set up a course like this one?

For programs such as this one to succeed, one needs to do much preparation work in advance and should not leave any details until the last minute. Ideally, the students should be associated in this preparation work as they will help you better target the activities and they usually come up with wonderful ideas that you have not thought of. Something else I have found useful is the use of the students' feedback from the evaluation sheets filled in for previous programs in planning and designing the new ones. This feedback helps you capitalize on the strengths and avoid past blunders. Another key element in the success of these programmes is the need to vary the activities in the program without overloa-

ding it. One should strike a balance between what one wants to do and what one can do effectively in a short lapse of time.

Thank you for this insightful interview, Mr. Bouaicha.

*Interview conducted by Bridget F. Gersten, July 2000.
(Readers can contact Bechir Bouaicha at
bechir.bouaicha@ept.rnu.tn).*

ESPConference in Morocco (Cont. from p.1)

The RELO office also sponsored the attendance of 12 Moroccan ELT professionals from Rabat, Fez, Erfoud, Agadir, and Meknes.

Keynote speakers included Dr. Christine Coombe, Higher College of Technology in Dubai, U.A.E., and Adrian Pilbeam, LTS, United Kingdom. As a result of this event, agendas were set for the 2001 Mediterranean ESP conference and the 2002 ESP Conference, proposed to be held at the University of Blida, Algeria. Links were also established between the Moroccan Association of Teachers of English (MATE) and TESOLArabia. All participants send a great thank you to Mr. Abdelkrim Radaddi of the U.S. Consulate in Casablanca, whose dedication, kindness and professionalism made this an event to remember for all.

*Planning to present at an international conference?
The RELO Office can help you to identify funding
sources for your attendance.*



The 35th Annual Convention and Exposition
Teachers of English to Speakers of Other Languages, Inc.

Enter the gateway to your future

**February 27–March 3, 2001
St. Louis, Missouri, USA**

Renowned Speakers • The World's Largest
ESOL-Related Exposition • Pre- and Postconvention
Institutes • Poster Sessions • Educational Visits
• Workshops • Electronic Village • Employment
Clearinghouse • Papers • Discussion Groups

Check out the details on TESOL's Web site:
<http://www.tesol.org/>

For more information contact: TESOL Conference Services
700 South Washington Street, Suite 200
Alexandria, Virginia 22314 USA
Tel. 703-836-8774 • Fax 703-836-7864
E-mail conventions@tesol.org
<http://www.tesol.org/>

ENHANCING COLLABORATION, INTERACTIVITY, AND INTERDISCIPLINARY STUDIES IN HIGHER EDUCATION

Dr. John Battenburg,
Cal Poly University, San Luis Obispo, California



Rather than being a static text document, using technology allows us to create and organize information on an ongoing basis.

Creating and using online media resources can enhance the collaborative, interactive, and interdisciplinary nature of education. I was privileged to return to Tunisia in the spring of 2000 as a speaker sponsored by the Public Affairs Section of the U.S. Embassy in Tunis. There, I delivered several presentations on instructional technology in higher education to university audiences who represented institutions from around the country. Most of my comments and demonstrations dealt with developing various websites used in the teaching of language and linguistics.

The Pew Higher Education Roundtable made the following observations in a 1996 report: «The electronic superhighway may turn out to be the most powerful external challenge facing higher education, and the one the academy is least prepared to understand. It is not that higher education institutions or their faculties have ignored technology. The academy, in fact, is one of the most important supporters and consumers of electronic technology... The problem is that faculty—and hence the institutions they serve—have approached technology more as individual consumers than as collective producers.» My experience using instructional technology at the university stems from my background in teaching linguistics and my emerging interest in creating online resources that would supplement traditional texts and activities. Rather than to take Birkerts' (1994) advice to heart and simply «refuse» technology, I wanted to see how technology could enhance instruction without replacing computer time for in-class seat time.

My participation in these projects indicates that such collaborative work need not turn universities into what Stoll (1995) calls a «cubicle-directed electronic experience.» Creating this project actually required that faculty, students, and information technology specialists work together. Concerning collaboration, the California Central Coast Online Dictionary, the Cal Poly IPA Project, and the California Central Coast Language Diversity Project were created with the assistance of my students and technical support staff at the university. Because of the collaboration and novelty of this experience, flexibility, time, and energy were needed and thankfully offered by all involved. Initially, I think some of the students were a bit intimidated by both linguistics and developing media resources. I am happy to say that much of this early discomfort dissipated. Also, the technical support team learned quite a bit about linguistics. Finally, I discovered the joy of being involved with evolving projects in instructional technology and was rewarded by working collaboratively with the students and technical support.

In terms of interactivity, I would like to mention that students can access and create information for the website and database from anywhere and learn what they and their class-

mates have contributed to these projects. Rather than being a static text document, using technology allows us to create and organize information on an ongoing basis. As discovered by Bump (1990) and the Selfes (2000), using instructional technology actually contributed to students interacting with each other and the computer. Finally by interdisciplinary, I would like to suggest that these projects cut across boundaries. Students used or many times acquired a background not only in linguistics but also worked with animation, graphics, and sound. Their knowledge of and ability to apply linguistics to the real-world increased markedly, yet they also learned about creating and classifying material, entering such information into a database, and essentially designing media to be used for instructional purposes.

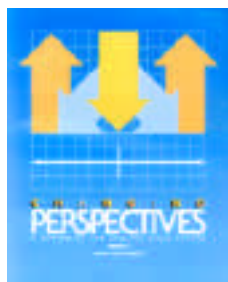
Many students enrolled in undergraduate and graduate linguistics classes are or will be teachers in elementary, secondary, university level education. They now have real experiences with instructional technology. Such a background is needed not only to create media resources, but also to evaluate other projects. With the rise in online courses and web resources that supplement courses, we need educators who can evaluate, critique, and make appropriate recommendations concerning instructional technology.

References

- Battenburg, John D. «American Literature to 1860 Website.» Online at <http://www.multimedia.calpoly.edu/libarts/jbat-tenb/calpoly.edu>. Accessed on 1 April 2000.
- «California Central Coast Language Diversity Project.» Online at <http://multiweb.calpoly.edu/medialib/langdiversity/index.html>. Accessed on 1 April 2000.
- «California Central Coast Online Dictionary.» Online at <http://multimedia.calpoly.edu/libarts/ccod/>. Accessed on 1 April 2000. ——. «Cal Poly International Phonetic Alphabet Project.» Online at <http://multiweb.lib.calpoly.edu/medialib/ipa/>. Accessed on 1 April 2000.
- Birkerts, Sven. (1994). *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*. New York: Fawcett Columbine.
- Bump, Jerome. «Radical Changes in Class Discussion Using Networked Computers.» *Computers and the Humanities* 24 (1990): 49-65.
- Pew Higher Education Roundtable. «To Dance with Change.» *Policy Perspectives* 5.3 (1994): 1A-12A Summer 1996: 10-14. Online at <http://www.time.com/teach>. Accessed on 1 March 2000.
- Selfe, Cynthia L. and Richard J. Selfe. «Critical Technological Literacy and English Studies: Teaching, Learning, and Action.» Online at http://venus.twu.edu/~g_crowson/Yegal.htm. Accessed on 1 April 2000.
- Stoll, Clifford. *Silicon Snake Oil: Second Thoughts on the Information Highway*. New York: Doubleday, 1995.
- Readers can contact Dr. Battenburg at jbattenb@calpoly.edu. They may view his web page www.calpoly.edu/~jbattenb/

ENGLISH LANGUAGE MATERIALS PROGRAM

The English Language Programs Division in Washington, D.C. publishes over 70 print titles for learners of English and teacher trainers. Many of these books include audiocassettes. For a complete description of these titles, view the on-line catalogue at <http://exchanges.state.gov/education/engteaching/intl/pubs/> or contact the RELO office. In various countries in the Maghreb and the Middle East, these titles can be purchased from the Public Affairs section of the U.S. Embassy at affordable prices. And guess what? You can buy either one or one hundred copies, for classroom use. All proceeds from these sales must be used to support English language teachers who reside in the countries where the books are sold.

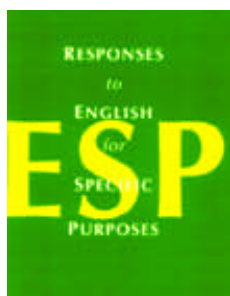


CHANGING PERSPECTIVES

Volume 1 & 2

(Patricia Wilcox Peterson)

Changing Perspectives is a review of the English system of time and tenses. It is intended for intermediate and high intermediate level students in non-English speaking countries who have some familiarity with English grammar and who are ready to explore the regularities of the time/tense system in context. The books also present some of the surprises: the irregularities, pragmatic uses, and emotional connotations of the tense system. These books may be used for grammar review, as readers, and as a stimulus for academic discussions.



RESPONSES TO ENGLISH FOR SPECIFIC PURPOSES (ESP)

(Peter Master, Ed.)

This collection of ESP articles is divided into nine areas: general ESP, English for academic purposes, English for the arts, English for business and economics, English for legal purposes, English for medical purposes, English for science and technology, English for sociocultural purposes, and English for vocational

purposes. Each unit consists of a reading text, references, and small group tasks and activities. This text is primarily for teachers in ESP programs at postsecondary institutions.



LANDMARKS OF AMERICAN LINGUISTICS

Volume 2

Noted linguistics and teacher trainers have written this collection of articles on theoretical and applied linguistics. Each article has preview and review sections, with discussion questions and a list of references. This text is an excellent book for teacher trainers and linguists and can be used in courses at postsecondary institutions, universities and teacher training colleges. It is also an excellent addition to library collections.



GROWING UP WITH ENGLISH

(Janet K. Orr)

Designed for elementary and primary teachers and teacher trainers, this book contains suggestions for methods, techniques, and practical worksheets for teaching English to younger learners. Each chapter contains readings by well-known experts in the field which introduce an approach with activities, reading, and writing English in the subject classes, and evaluation.

CALENDAR OF EVENTS

November 2000

3-5. Egypt TESOL. Annual convention and book exposition, «Best Practice in TEFL,» Cairo, Egypt. Deena Boarie, Convention Chair. Tel. +202-267-5677. Fax +202-267-5699. E-mail cdc@intouch.com. Web site <http://www.egyptesol.org>.

15-17. Institute for Applied Language Studies. 8th IALS Symposium for Language Teacher Educators, «Learning to Teach: Approaches and Methods in Language Teacher Education,» Edinburgh, Scotland. Proposal Deadline July 31, 2000. Symposium Administrator, Institute for Applied Language Studies, The University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland, United Kingdom. Fax +44-131-667-5927. E-mail ials.symposium@ed.ac.uk.

16-18. International Conference on Languages for Specific Purposes (LSP). «Languages for Specific Purposes: State of the Art and Challenges.» Sponsored by the Institut Supérieur de Langues de Tunis (ISLT). Venue to be announced in Tunis. Cont (216-1) 799 660 or 773 813; Fax: (216-1) 770 134.

16-19. American Council on the Teaching of Foreign Languages (ACTFL). Annual conference, «Language Learners in the 21st Century: Every One, Every Day, Every Where,» Boston, Massachusetts. ACTFL, 6 Executive Plaza, Yonkers, New York 10701-6801. Tel. 914-963-8830. Fax 914-963-1275. E-mail actflhq@aol.com. Web site <http://www.actfl.org/>.

December 2000

1-2. TESOL-ITALY. XXVth National Convention, «Treasuring the Old, Challenging the New,» Assisi, Italy. Rosanna Fiorentino, Via San Erasmo 4, 00184 Rome, Italy. Tel. +39-06-70475392. E-mail blasco@rpilo.it. Web site <http://www.eurolink.it/tesol>.

27-30. Modern Language Association of America (MLA). Annual conference, TBA. MLA, 10 Astor Place, New York, New York 10003-6981. Fax 212-477-9863. E-mail convention@mla.org.

January 2001

3-7. IATEFLESPSIG and VHS Bielefeld, Dept. of Modern Languages. Conference, «English for Occupational Purposes: What is it and how to teach it?-Contents, Methods, and Materials,» Bielefeld, Germany. Proposal Deadline October 31, 2000. Registration Deadline January 20, 2001. Contact JWH Ridder, IATEFL ESPSIG Event Coordinator,

Beethovenstr. 5, D-33604 Bielefeld, Germany. TEL. +49-521-521-2440. Fax +49-521-66209. E-mail jwh.ridder@t-online.de.

February 2001

24-27. American Association of Applied Linguistics (AAAL). AAAL2001 Annual Convention, St. Louis, Missouri. AAAL, PO Box 21686, Eagan, Minnesota 55121-0686. Tel. 612-953-0805. Fax 612-431-8404. E-mail aaaloffice@aaal.org. Web site <http://www.aaal.org/>.

27-March 3. Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference (including pre- and postconvention institutes, and publisher and software exhibition), «Gateway To The Future», St. Louis, Missouri. TESOL, 700 South Washington St., Ste. 200, Alexandria, Virginia 22314. Tel. 703-836-0774. Fax 703-836-7864. E-mail conventions@tesol.org. Web site <http://www.tesol.org>.

March 2001

The American University in Cairo, The Second International Conference on Contrastive Rhetoric, «Linguistics, Culture, and Teaching,» Cairo, Egypt. Proposal Deadline September 10, 2000. The American University in Cairo, 113 Sharia Kasr El Aini, Cairo, Egypt. E-mail CRCONF@aucegypt.edu. Web site, <http://www.aucegypt.edu>.

MATE ANNUAL ELT CONFERENCE. ; (venue, date, and deadline for papers to be confirmed). Essaouira, Morocco. Sponsor: Moroccan Association of Teachers of English (MATE). Contact: Mr. Abdellatif ZAKI, abdellatif_zaki@hotmail.com, Tel.: (212-61) 185.962, Mr. Ayoub Ait Ali, Vice president ayoubaitali@yahoo.com; Tel.: (212-61) 178.414, or Mr. Abdelkrim Raddadi, Tel.: (212-22) 221.460.

April

25- 28. MATE MEDITERRANEAN ESP CONFERENCE, Tangiers, Morocco. "ESP and the Challenges of Globalisation". Sponsor: Moroccan Association of Teachers of English (MATE). Audience: ESP teachers and researchers based mostly in the Mediterranean region. Deadline for submission of abstracts: 28 Feb 2001. Contact: Mr. Abdellatif ZAKI, abdellatif_zaki@hotmail.com, Tel.: (212-61) 185.962, Mr. Ayoub Ait Ali, Vice president ayoubaitali@yahoo.com; Tel.: (212-61) 178.414, or Mr. Abdelkrim Raddadi, Tel.: (212-22) 221.460.

CONTACT INFORMATION

HOW TO CONTACT THE RELO OFFICE

RELO Officer, Bridget F. Gersten, Ph.D. : gerstenbf@pd.state.gov or bfgersten@yahoo.com

To receive a copy of this newsletter by e-mail, contact

RELO assistant Mr. Mohamed Sami Saaied, : saaid@pd.state.gov

Web site : www.usembassy.state.gov/posts/ts1